

APPENDIX C  
Institutional Questionnaire  
For Use in Preparing the Institutional Report

Office of Postsecondary Education  
U.S. Department of Education

Annual Institutional Questionnaire on Teacher Preparation: Academic year: 2003-2004

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Section 207 of Title II of the Higher Education Act mandates that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting an annual report on the quality of teacher preparation to the Congress. The first Secretarial report is due April 7, 2002. Annual state reports to the Secretary are first due on October 7, 2001. Data from institutions with teacher preparation programs are due to states annually, beginning April 7, 2001, for use by states in preparing annual report cards to the Secretary.

**Paperwork Burden Statement**

This is a required data collection. Response is not voluntary. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0744 (expiration date: 6/30/2006). The time required for institutions to complete this information collection is estimated to average 66 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Assistant Secretary, Office of Postsecondary Education, U.S. Department of Education, 1990 K Street, NW, Room 6081, Washington, DC 20006.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

**Section I. Pass rates.**

Please provide the information in the attached Institutional Report Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state. This information will be provided to your institution by the state or the testing company.

**Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2003-2004**

<b>Institution Name:</b>					
<b>Academic year:</b>					
<b>Number of program completers:</b>					
<b>Type of Assessment †</b>	<b>Assessment Code Number</b>	<b># taking assess.</b>	<b># passing assess.</b>	<b>Institut. pass rate</b>	<b>Statewide pass rate</b>
<i>Basic Skills</i>					
Assessment 1					
Assessment 2					
Assessment 3					
.....					
<i>Professional Knowledge</i>					
Assessment 1					
Assessment 2					
Assessment 3					
.....					
<i>Academic Content Areas (math, English, biology etc.)</i>					
Assessment 1					
Assessment 2					
Assessment 3					
.....					
<i>Other Content Areas (elementary education, career/technical education, health education, etc.)</i>					
Assessment 1					
Assessment 2					
Assessment 3					
.....					
<i>Teaching Special Populations (special education, ESL etc.)</i>					
Assessment 1					
Assessment 2					
.....					
<i>Performance Assessments</i>					

† See appendix E for a list of teacher assessments by skill and knowledge categories

**Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2003-2004**

<b>Institution Name:</b>				
<b>Academic year:</b>				
<b>Total number of program completers:</b>				
<b>Type of Assessment †</b>	<b># taking assess</b>	<b># passing assess</b>	<b>Institut. pass rate</b>	<b>Statewide pass rate</b>
<i>Aggregate: Basic Skills*</i>				
<i>Aggregate: Professional Knowledge*</i>				
<i>Aggregate: Academic Content Areas (math, English, biology etc.)*</i>				
<i>Aggregate: Other Content Areas (elementary education, career/technical education, health education, etc.)*</i>				
<i>Aggregate: Teaching Special Populations (special education, ESL,..)*</i>				
<i>Performance Assessments*</i>				
<i>Summary of Individual Assessments**</i>				
<p><i>*Aggregate pass rate – Numerator: Number who passed all the tests they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more test in a category (and within their area of specialization).</i></p> <p><i>**Summary pass rate – Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization).</i></p>				

† See appendix E for a list of teacher assessments by skill and knowledge categories

**Table C1a: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program,  
2000-2001 Third Year Cohort Update**

<b>Institution Name:</b>					
<b>Academic year:</b>					
<b>Number of program completers:</b>					
<b>Type of Assessment †</b>	<b>Assessment Code Number</b>	<b># taking assess.</b>	<b># passing assess.</b>	<b>Institut. pass rate</b>	<b>Statewide pass rate</b>
<i><b>Basic Skills</b></i>					
<b>Assessment 1</b>					
<b>Assessment 2</b>					
<b>Assessment 3</b>					
.....					
<i><b>Professional Knowledge</b></i>					
<b>Assessment 1</b>					
<b>Assessment 2</b>					
<b>Assessment 3</b>					
.....					
<i><b>Academic Content Areas (math, English, biology etc.)</b></i>					
<b>Assessment 1</b>					
<b>Assessment 2</b>					
<b>Assessment 3</b>					
.....					
<i><b>Other Content Areas (elementary education, career/technical education, health education, etc.)</b></i>					
<b>Assessment 1</b>					
<b>Assessment 2</b>					
<b>Assessment 3</b>					
.....					
<i><b>Teaching Special Populations (special education, ESL etc.)</b></i>					
<b>Assessment 1</b>					
<b>Assessment 2</b>					
.....					
<i><b>Performance Assessments</b></i>					

† See appendix E for a list of teacher assessments by skill and knowledge categories

**Table C2a: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2000-2001 Cohort Update**

<b>Institution Name:</b>				
<b>Academic year:</b>				
<b>Total number of program completers:</b>				
<b>Type of Assessment †</b>	<b># taking assess</b>	<b># passing assess</b>	<b>Institut. pass rate</b>	<b>Statewide pass rate</b>
<i>Aggregate: Basic Skills*</i>				
<i>Aggregate: Professional Knowledge*</i>				
<i>Aggregate: Academic Content Areas (math, English, biology etc.)*</i>				
<i>Aggregate: Other Content Areas (elementary education, career/technical education, health education, etc.)*</i>				
<i>Aggregate: Teaching Special Populations (special education, ESL,..)*</i>				
<i>Performance Assessments*</i>				
<i>Summary of Individual Assessments**</i>				
<p><i>*Aggregate pass rate – Numerator: Number who passed all the tests they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more test in a category (and within their area of specialization).</i></p> <p><i>**Summary pass rate – Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization).</i></p>				

† See appendix E for a list of teacher assessments by skill and knowledge categories

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2005, the relevant information is for those completing program requirements in academic year 2003-2004. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

## **Section II. Program information.**

(A) Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2003-2004, including all areas of specialization.

1. Total number of students enrolled during 2003-2004: 212

(B) Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2003-2004? 40

3. Please provide the numbers of supervising faculty who were:

5 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

4 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

       Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among

institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2003-2004:  
\_\_\_\_\_9\_\_\_\_\_

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.):  
\_\_\_4:1\_\_\_\_\_

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: \_\_\_35\_\_\_ hours. The total number of weeks of supervised student teaching required is \_\_\_12 weeks for secondary and 18 weeks for elementary\_\_\_\_. The total number of hours required is \_\_\_We do not have a set number of hours required, but the range is between 400 and 600 hours.\_\_\_\_ hours.

(C) Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?  
\_\_\_x\_\_\_ Yes    \_\_\_\_\_ No

7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)? \_\_\_\_\_ Yes    \_\_\_x\_\_\_ No

NOTE: See appendix A of the guide for the legislative language referring to "low-performing" programs.

### **Section III. Contextual information (optional).**

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this questionnaire.

#### **Conceptual Framework**

The Education Department offers programs that prepare candidates to be effective change agents in school and community settings. These programs are built upon a critical/social model of teacher preparation. The conceptual framework for this model includes four themes that provide purpose for the programs:

1. Citizenship/Democratic Society - Teachers play a critical role in promoting democratic values, examining and challenging social inequities in schools and communities, facilitating equal voice and equal access for all students and parents, and formulating responses to local and global issues in education.

2. Liberal Arts/Continuing Learning - Teachers value learning, evidence breadth of knowledge, and demonstrate an inquiry-based habit of mind. They are effective communicators who question educational assumptions and use educational research to stimulate reflection and inform classroom practice.
3. Professional Knowledge and Skills - Teachers apply theories, strategies, frameworks, and research in teaching and learning to challenge, interest, accommodate, and assess a diverse student population. They demonstrate expertise in managing the classroom in a manner that stimulates learning and creates a positive, productive environment. They use reflection to improve teaching and learning.
4. Role of Schooling - Teachers possess a perspective of the historical and philosophical purposes of schools, as well as an understanding of legal and societal influences. They use their knowledge to make decisions about their teaching and to work to improve school conditions and educational opportunities for all.

### **Learner-Centered Approach**

To facilitate mastery of the knowledge base and outcomes, the teacher education program is built on learner-centered principles. This means that all learners, both faculty and students, collaborate to provide a learning community that encourages individuals to build foundations on which they can create meaningful, coherent uses of knowledge.

### **Objectives**

The objectives of Education programs at NNU are:

1. Develop and demonstrate an orientation to teaching that includes the components of the department's conceptual framework, including the following:
  - Promoting democratic values of justice and equality
  - Examining and challenging social inequities in schools and communities
  - Facilitating equal voice and equal access for all students and parents
  - Approaching learning with curiosity and a coachable spirit
  - Working effectively with diverse populations through knowledge and appreciation of students' backgrounds and through strategies for facilitating the learning of all students
  - Expertise in planning, teaching, classroom management, and professional responsibilities
  - Understanding of the role of schooling in society
2. Develop and demonstrate knowledge, dispositions, and performances in the following categories of the Idaho Standards for Initial Certification of Professional School Personnel:
  - Subject matter
  - Human development and learning
  - Adapting instruction for individual needs
  - Multiple instructional strategies
  - Classroom motivation and management skills
  - Communication skills
  - Instructional planning skills
  - Assessment of student learning
  - Professional commitment and responsibility
  - Partnerships



**3. Develop and demonstrate attributes and commitments consistent with the four institutional outcomes:**

- Christlike Character
- Academic Excellence
- Creative Engagement
- Social Responsiveness

**Degree Programs**

The department offers undergraduate majors in Elementary Education and Secondary Education, each of which leads to teacher certification by the state of Idaho. Secondary education majors have the option of selecting one teaching area or a first and second teaching field.

- Approved teaching areas are: art, biology, chemistry, English, kinesiology, mathematics, music, physical science, and social science.
- Approved first teaching fields are: biology, chemistry, English, history, mathematics, kinesiology, and Spanish.
- Approved second teaching fields are: art, biology, chemistry, computer science, English, health, history, kinesiology, mathematics, music, physical science, physics, psychology, social science, speech/drama, and Spanish.

#### **Section IV. Certification.**

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation*.

\_\_\_\_\_ (Signature)

\_\_\_\_\_Dennis Cartwright\_\_\_\_\_ Name of responsible institutional representative  
for teacher preparation program

\_\_\_\_\_Dean, School of Education, Social Work and Counseling\_\_ Title

Certification of review of submission:

\_\_\_\_\_ (Signature)

\_\_\_\_\_Richard Hagood\_\_\_\_\_ Name of President/Chief Executive (or designee)

\_\_\_\_\_President\_\_\_\_\_ Title